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ABSTRACT

This report presents data regarding the educational and occupational status of high school graduates responding to the 1998 Detroit Public Schools' Graduate Survey, also noting respondents' perceptions of the quality of their academic training and the degree to which it helped them in their present situation. Respondents achieved higher mean scale scores on three standardized tests than did non-respondents. Nearly all respondents were or had been employed, or enrolled in a military program after graduation. About 27 percent described their current employment status as full-time. The most common reason for unemployment since graduation was going to school. When grading the overall quality of their respective high schools, over 80 percent of the respondents gave grades of A, B, or C. Close to 57 percent of the survey respondents indicated that they had taken college preparatory courses. The job positions held by the majority of responding graduates were cashier for females and restaurant/food service worker for males. Of those responding to the survey, 64 percent indicated that they were enrolled in a postsecondary program full time, while 2.7 percent indicated they were part-time students. The Michigan postsecondary program attended by most respondents was Wayne State University. The out-of-state postsecondary program most often attended was Howard University (which was also the most frequently attended Historically Black College). The survey is appended. (Contains 34 tables.) (SM)

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DETROIT PUBLIC SCHOOLS

FOLLOW-UP STUDY OF 1998 GRADUATES

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KEY FINDINGS

- Survey respondents from the graduating class of 1998 achieved higher mean scale scores than Detroit Public School District's 1998 graduating class and survey non-respondents on all subjects that were tested on the MEAP, MAT7, and ACT.

- For the graduating class of 1998, 97.0% of all survey respondents indicated that they were or had been employed, enrolled in a post-secondary program, or in a military program after graduation.

- Eighty-three and six tenths percent (83.6%) of the survey respondents indicated that they had been employed at some time since graduation.

- Twenty-seven and four tenths percent (27.4%) of the survey respondents described their current employment status as full-time.

- The most commonly cited reason for not being employed since graduation among survey respondents was "going to school" (74.2% of those graduates responding).

- Eighty-two and three tenths (82.3%) of the responding graduates indicated that they were now or had been enrolled in a college, university, special school, or training program since graduation.

- When grading the overall quality of their respective high schools, 81.6% of the survey respondents gave grades of "A", "B", or "C".

- The special program participated in the most by responding graduates was the Detroit Compact (35.3% of those responding).

- The job position held by more of the responding graduates was cashier for females and restaurant/food service worker for males.

- The post-secondary program in Michigan that was attended by more of the responding graduates than any other was Wayne State University.

- The post-secondary program out-of-state that was attended by most of the responding graduates was Howard University. Also, Howard University was the Historically Black College and University (HBCU) that was attended by most of the responding graduates.

Follow-Up Study of 1998 Graduates

Executive Summary

Purpose of Study

The purpose of this study is to present data regarding the educational and/or occupational status of respondents that was acquired from the 1998 Detroit Public Schools' (DPS) Graduate Survey. It is also to survey their perceptions in regards to the quality of the academic training they received and to what degree it has helped them in their present situation. The ultimate goal of this study is to obtain valuable information that can be used to assist the district in improving the programs offered to future graduates.

Methodology

The district's 1998 high school graduates were asked to respond to a survey regarding their perceptions of the quality of their high school experience as well as to provide information regarding their employment status and/or any post-secondary experiences.

The Office of Student Information created a total of 6,529 student records for the graduates of 1998. Survey instruments were mailed to these graduates at three different times. The first mailing was in December of 1998, a second mailing to the non-respondents in July of 1999, and a third mailing to the non-respondents in December of 1999.

A total of 1,235 usable questionnaires were received from the 1998 graduates. This total represents an eighteen and nine tenths percent (18.9%) response rate.

Achievement test score data were analyzed for both DPS survey respondents and non-respondents to detect differences between the two groups.

Integrated in this study is an analysis of the survey respondents' answers to some of the questions from the ACT Assessment's Student Profile Section. The students' identification numbers from the ACT Student Profile Section were matched with 824 identification numbers of students who responded to the DPS Graduate Survey *and* took the ACT Assessment; thus providing the survey respondents' answers to questions on the ACT Student Profile Section.

Findings

DPS survey respondents from the graduating class of 1998 achieved higher mean scale scores on all subjects tested on the MEAP, MAT7, and ACT than did non-respondents.

For the graduating class of 1998, 97.0% of all survey respondents indicated that they were or had been employed, enrolled, or in a military program after graduation.

After surveying the perceptions of the graduates of 1998 to ascertain their feelings regarding the overall quality of their high school experiences, 81.6% of the survey respondents gave grades of "A", "B", or "C".

The most commonly cited reason for not being employed since graduation among survey respondents was "going to school" (25.1% of those graduates responding), while the most

commonly cited reason for not continuing to pursue education or training was "decided to wait" (8.3% of those graduates responding).

Recommendations and Conclusion

It is recommended that the information contained in this report be disseminated to the appropriate staff and effectively utilized to further improve curriculum, instruction strategies, and school programming. For example, 59.6% of the DPS survey respondents who took the ACT Assessment indicated that upon college entrance, they would need special assistance to improve their study skills. Similarly, 53.0% of these respondents indicated that they would need special assistance to improve mathematical skills. Based on these findings, it is recommended that a committee be formed to study DPS' present programs in study skills and mathematics in an effort to address the needs of students upon college entrance and provide a plan of action for meeting these needs. Members of this committee might include principals, central office curriculum supervisors, and college admissions representatives.

It is further recommended that the graduate follow-up study be continued in future years, as the information obtained can provide a valuable method for assessing the overall effectiveness of the quality of student learning facilitated by the district.

Follow-Up Study of 1998 Graduates

Program Description and Purpose

Each year, the Office of Research, Evaluation, and Assessment conducts a follow-up study of the district's graduates. The purpose of this study is two-fold. First, it is to survey the perceptions of the graduates relative to the quality of their academic preparation received from Detroit Public Schools (DPS). Second, this study will yield information that can be used to assist the district in planning and improving programs offered to future graduates.

Methodology

The district's 1998 high school graduates were asked to respond to a survey regarding their perceptions of the quality of their high school experience as well as provide information regarding any post-secondary experiences and employment.

In order to facilitate the mailing of this survey to the graduates, the Office of Student Information created a total of 6,529 student records for the graduates of 1998. Each record contained the following information on a data tape:

Student ID Number	**Student Name**	**Address**
Zip Code	**Telephone Number**	**Area**
Grade Point Average	**School or Program Code**	**Race-Ethnic Code**
Gender	**Graduating Year**	**School Name**
MEAP Results	**MAT7 Results**	**Grade Code**
Birth Date	**Free or Reduced Lunch Status**	**Special Education Status**

Survey instruments were mailed to these graduates at three different times. The first mailing was in December of 1998, a second mailing to the non-respondents in July of 1999, and a third mailing to the non-respondents in December of 1999.

A total of 1,235 usable questionnaires were received from the 1998 graduates. This total represents an eighteen and nine tenths percent (18.9%) response rate.

Achievement test score data were analyzed for both DPS survey respondents and non-respondents to detect differences between the two groups.

Integrated in this study is an analysis of the survey respondents' answers to some of the questions from the ACT Assessment's Student Profile Section. The students' identification numbers from the ACT Student Profile Section were matched with 824 identification numbers of students who responded to the DPS Graduate Survey *and* took the ACT Assessment; thus providing the survey respondents' answers to questions on the ACT Student Profile Section.

Presentation and Analysis of Data

The following data compares demographic variables of the survey respondents to the total 1998 graduating class. Table 1 shows a gender comparison of the respondents to the total 1998 graduating class. Females were significantly more likely to respond to the Detroit Public Schools Graduate Survey than males.

Table 1
Gender Comparison of Respondents to the Total 1998 Graduating Class

Gender	1998 Graduating Class	Percent of Class	Number of Respondents	Percent of Respondents	Percent of Class Responding
Female	3799	58.2	880	71.3	23.2
Male	2730	41.8	355	28.7	13.0
Total	6529	100.0	1235	100.0	18.9

Ethnicity

Table 3 shows a comparison of the ethnic group classification between the total Detroit Public School student population during the 1997-1998 school year, the total 1998 graduating class, and the respondents to the DPS Graduate Survey. A comparison of the three groups shows that their breakdown is very similar.

Table 2
Comparison of Ethnic Group Percentages of the Total Student Population to the 1998 Graduates and the DPS Survey Respondents

Ethnic Grouping	Total Student Population (%)	1998 Graduating Class (%)	Respondents (%)
African American	91.0	92.4	91.2
Asian American	1.0	1.9	2.2
Hispanic	3.0	2.3	2.3
Native American	0.2	0.2	0.2
White	4.8	3.2	4.2
Total	100.0	100.0	100.1*
N=	177,057	6,529	1,235

*Percents may not total 100.0% due to rounding.

High Schools

Table 3 displays the number and percent of the total number of graduates from each high school. Also, the number and percent of the graduates responding to the DPS Graduate Survey have been displayed in this table.

Table 3
Number and Percent of Total 1998 Graduates and DPS Survey Respondents by High School

High School	1998 Graduating Class		Survey Respondents		High Schools' Response Rate
	N	%	N	%	%
African Heritage	13	0.2	1	0.1	7.7
Boykin	31	0.5	2	0.2	6.5
Cass	548	8.4	190	15.4	34.7
Central	195	3.0	26	2.1	13.3
Chadsey	131	2.0	18	1.5	13.7
Cody	271	4.2	43	3.5	15.9
Commerce	81	1.2	25	2.0	30.9
Communication	109	1.7	30	2.4	27.5
Cooley	185	2.8	30	2.4	16.2
Crockett	91	1.4	21	1.7	23.1
Crosman	13	0.2	1	0.1	7.7
Davis	40	0.6	5	0.4	12.5
Denby	353	5.4	56	4.5	15.9
Detroit City	23	0.4	3	0.2	13.0
Detroit HS	107	1.6	21	1.7	19.6
Dexter	8	0.1	0	0.0	0.0
Douglass	30	0.5	2	0.2	6.7
Ferguson	68	1.0	10	0.8	14.7
Field Center	8	0.1	0	0.0	0.0
Finney	191	2.9	27	2.2	14.1

Table 3 Continued
Number and Percent of Total 1998 Graduates and DPS Survey Respondents by High School

High School	1998 Graduating Class		Survey Respondents		High Schools' Response Rate
	N	%	N	%	%
Ford HS	361	5.5	44	3.6	12.2
Herman/Rogers	10	0.2	0	0.0	0.0
Kettering	158	2.4	32	2.6	20.3
King HS	410	6.3	109	8.8	26.6
Lee Center	12	0.2	2	0.2	16.7
Mackenzie	253	3.9	42	3.4	16.6
Middle College	22	0.3	1	0.1	4.5
Mumford	414	6.3	66	5.3	15.9
Murray Wright	269	4.1	49	4.0	18.2
New Work	11	0.2	1	0.1	9.1
Northern	184	2.8	35	2.8	19.0
Northwestern	192	2.9	31	2.5	16.1
Osborn	364	5.6	49	4.0	13.5
Pershing	296	4.5	53	4.3	17.9
Redford	301	4.6	49	4.0	16.3
Renaissance	209	3.2	73	5.9	34.9
Southeastern	134	2.1	20	1.6	14.9
Southwestern	148	2.3	29	2.3	19.6
Trombly	58	0.9	4	0.3	6.9
Vincent	24	0.4	2	0.2	8.3
Washington	32	0.5	6	0.5	18.8
Western	154	2.4	24	1.9	15.6
Wingert	17	0.3	3	0.2	17.6
Total	6529	100.1*	1235	100.0	18.9

***Percents may not total 100.0% due to rounding.**

Cass Technical High School had the largest 1998 graduating class with 548 graduates. Also, Cass represented the largest contribution of survey respondents (190 survey respondents).

The high school with the largest percentage of its' graduates responding to the Detroit Public Schools Graduate Survey was Renaissance (34.9%).

Graduate Achievement on Standardized Tests

Students in the graduating class of 1998 were tested during their junior year (1997) using the Michigan Educational Assessment Program High School Proficiency Test (HSPT) and their sophomore year (1996) using the Metropolitan Achievement Test (MAT7). In each of the four subject areas that were tested on the HSPT, the DPS survey respondents achieved higher mean scale scores than both the 1998 graduating class and the DPS survey non-respondents. Similarly, the survey respondents achieved higher mean scale scores than the graduating class of 1998 and the DPS survey non-respondents on both the mathematics and reading subject areas of the MAT7.

Tables 4 and 5 display the HSPT and MAT7 achievement results for the total 1998 graduating class, DPS survey respondents, and DPS survey non-respondents.

Table 4
Comparison of Mean Scale Scores of 1998 Graduating Class, DPS Survey Respondents, and DPS Survey Non-Respondents on the HSPT

Subject Area	1998 Graduating Class		DPS Survey Respondents		DPS Survey Non-Respondents	
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Mathematics	393.1	74.9	404.4	73.2	390.2	74.9
Reading	405.9	69.9	411.6	66.5	404.6	70.7
Science	387.7	76.7	394.7	72.6	386.0	77.4
Writing	396.9	70.1	403.3	65.7	395.6	71.1

Table 5
Comparison of Mean Scale Scores of 1998 Graduating Class, DPS Survey Respondents, and DPS Survey Non-Respondents on the MAT7

Subject Area	1998 Graduating Class		DPS Survey Respondents		DPS Survey Non-Respondents	
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Mathematics	640.9	92.9	653.7	77.8	637.9	95.7
Reading	660.7	87.1	671.7	82.9	657.8	88.9

Table 6 displays the ACT achievement results for the students in the total 1998 graduating class who took the ACT, DPS survey respondents who took the ACT, and DPS survey non-respondents who took the ACT. In the composite scores and each of the four subject areas that were tested on the ACT, the survey respondents achieved higher mean scale scores than both the 1998 graduating class and the survey non-respondents.

Table 6
Comparison of Mean Scale Scores of 1998 Graduating Class, Survey Respondents, and Non-Respondents on the ACT Assessment

Subject Area	1998 Graduating Class N=3162		DPS Survey Respondents N=824		DPS Survey Non-Respondents N=2293	
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
English	15.8	4.5	16.8	4.8	15.4	4.3
Mathematics	16.9	3.8	17.7	4.2	16.6	3.6
Reading	17.1	5.0	18.0	5.3	16.8	4.8
Science	17.2	3.4	17.7	3.6	17.0	3.4
ACT Composite Score	16.9	3.6	17.7	3.9	16.6	3.4

Questionnaire Responses

The DPS Graduate Survey asked the 1998 graduates to respond to a series of questions that focused on five specific areas. These areas included: graduates' perceptions of the quality of their high school education, employment experiences since high school, military status, programs participated in while in high school, and education since high school. A copy of DPS Graduate Survey is located in the appendix.

In the process of analyzing the responses to this survey, the questions were grouped according to the areas cited above.

Overall Quality of High School

Graduates were asked to grade the overall quality of their respective high schools. For each related question, graduates were asked to respond to survey questions on a grading scale of A, B, C, D, and F. The lowest rating is a grade of F. The highest rating is a grade of A.

Table 7 summarizes the DPS survey respondents' answers to the questions referring to how they would grade the quality of their high school education.

Table 7
Summary of Survey Respondents' Perceptions
to Overall Quality of High School Education
1998 DPS Graduate Survey

Survey Items (1-6)	Frequencies (%)					
	A	B	C	D	F	No Answer
1. Preparation received from high school courses for what you are doing now	15.3	33.8	31.9	11.8	5.1	2.1
2. Interest shown in you by high school staff	27.0	35.4	25.3	8.0	2.8	1.5
3. Instruction provided by your high school teachers	20.7	41.5	28.1	5.7	2.3	1.7
4. Services provided by high school counselors	34.7	24.2	21.0	10.1	8.4	1.6
5. Services provided by the principal, assistant principal,and other administrators	14.8	23.0	27.4	19.0	14.3	1.5
6. Overall quality of your high school	13.0	36.0	32.6	12.3	4.5	1.7

When the graduates were asked to grade the preparation received from high school courses for what they are doing now, 81.0% of the survey respondents graded this item an "A", "B", or "C".

Survey item #2 received a positive response rate with 87.7% of the respondents grading the statement, "Interest shown in you by high school staff" an "A", "B", or "C".

Survey item #3 received the most positive response rate with 90.3% of the survey respondents grading the statement, "Instruction provided by your high school teachers" an "A", "B", or "C".

When the graduates were asked to grade the services provided by high school counselors, 79.9% of the survey respondents graded this item an "A", "B", or "C".

Sixty-five and two tenths percent (65.2%) of the survey respondents graded the statement, "Services provided by the principal, assistant principal, and other administrators" (survey item #5), an "A", "B", or "C".

In terms of grading the overall quality of their respective high schools (survey item #6), 81.6% of the survey respondents graded this item an "A", "B", or "C".

On the ACT Student Profile Section, survey respondents were asked, "How adequate do you feel your high school education has been (was)?" Survey respondents were asked to use a scale of one to five (one = very inadequate, two = below average, three = average, four = good, and five = excellent).

Table 8 summarizes the ACT survey respondents' answers to how adequate they felt their high school has been (was).

Table 8
Summary of Survey Respondents' Perceptions
to Adequacy of High School Education
ACT Student Profile Section

Response	Number	Percent
Very inadequate	52	6.3
Below average	48	5.8
Average	206	25.0
Good	351	42.6
Excellent	115	14.0
No Answer	52	6.3
Total	824	100.0

Forty-two and six tenths percent (42.6%) of the respondents to the ACT Student Profile Section indicated that they felt their high school education was "good". Twenty-five percent (25.0%) of the respondents indicated that they thought their high school education was "average". This was followed by 14.0% who indicated "excellent".

The ACT is administered to students in their junior and/or senior year of high school, while the DPS Graduate Survey is responded to six to eighteen months following graduation. The same percentage (81.6%) of respondents to the DPS Graduate Survey gave ratings of A, B, C when asked to rate the overall quality of their high school that gave excellent, good, and average ratings on the ACT Assessment Survey. Time and distance from the subject being noted did not seem to affect perceptions.

Employment During High School

Survey respondents were asked to respond to items about their work experience during high school on the student profile section of the ACT Assessment Survey. Sixty-seven percent (67.0%) of the ACT survey respondents indicated that they held a regular, part time job during high school, while 11.5% indicated that they started a business or service.

Table 9 summarizes the ACT survey respondents' answers regarding their work experience during high school.

Table 9
Employment During High School
ACT Student Profile Section

	Frequencies (%)		
Type of Work Experience	**Yes**	**No**	**No answer**
Held a regular, part-time job	67.0	26.5	6.6
Held a full-time, paying job during the summer	50.4	43.2	6.4
Earned money by selling goods or services	38.3	55.2	6.4
Participated in a work-study, distributive education, or cooperative work program	30.7	62.7	6.6
Started business or service	11.5	81.3	7.2
Supervised the work of others	25.5	68.0	6.6
Managed the financial affairs of some organization	13.0	80.5	6.6

Employment Since High School

Graduates were asked questions regarding their employment since high school on the DPS Graduate Survey. Table 10 summarizes survey item #7, "Have you been employed at any time since graduating from high school?" Eighty-three and six tenths percent (83.6%) of the survey respondents answered "yes" to this question, while 13.2% answered "no".

Table 10
Employment Since High School
1998 DPS Graduate Survey

Response	Number	Percent
Yes	1032	83.6
No	163	13.2
No Answer	40	3.2
Total	1235	100.0

Table 11 displays the status of the DPS survey respondents' employment since high school. Twenty-seven and four tenths percent (27.4%) of the respondents indicated that their

current employment is full-time, while 35.2% indicated part-time. Also, 10.4% of the respondents indicated that they were at one time employed full-time, while 11.5% indicated part-time.

Table 11
Status of Employment Since High School
1998 DPS Graduate Survey

Status	Number	Percent
Full-Time (now)	339	27.4
Part-Time (now)	435	35.2
Full-Time (was)	128	10.4
Part-Time (was)	142	11.5
No Answer	191	15.5
Total	1235	100.0

Job Position

Graduates were asked to identify the job position held in their place of employment on the DPS Graduate Survey (item #9). The position selected by the largest percentage of female respondents was cashier (12.8%), while the largest percentage of responding males selected restaurant/food service worker (11.5%).

Table 12 further outlines the results of this survey question.

Table 12
Jobs Held by Female and Male Respondents Since Graduation
1998 DPS Graduate Survey

Job Category	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Accounting Clerk	3	0.3	1	0.3	4	0.3
Activity Assistant	1	0.1	0	0.0	1	0.1
Administrative Assistant	14	1.6	4	1.1	18	1.5
Advertising Representative	2	0.2	0	0.0	2	0.2
Artist	0	0.0	1	0.3	1	0.1
Art Gallery Assistant	3	0.3	1	0.3	4	0.3
Assistant Manager	10	1.1	6	1.7	16	1. 3
Automotive Advisor/Repair	9	1.0	3	0.8	12	1.0
Bank Employee	15	1.7	2	0.6	17	1.4
Bookkeeper	1	0.1	0	0.0	1	0.1
Bricklayer	1	0.1	1	0.3	2	0.2
Camera Engineer	0	0.0	1	0.3	1	0.1
Camp Counselor	2	0.2	1	0.3	3	0.2
Caregiver for Elderly	2	0.2	0	0.0	2	0.2
Carpet Installer	0	0.0	1	0.3	1	0.1
Cashier	113	12.8	9	2.5	122	9.9
Child Care Provider	11	1.3	0	0.0	11	0.9
Clerical Worker	66	7.5	16	4.5	82	6.6
College Recruiter	0	0.0	1	0.3	1	0.1
College Work Study	17	1.9	0	0.0	17	1.4
Computer Jobs Clerk	14	1.6	0	0.0	14	1.1
Computer Technician	0	0.0	6	1.7	6	0.5
Construction Worker	0	0.0	4	1.1	4	0.3
Cosmetologist	6	0.7	1	0.3	7	0.6

Table 12 Continued
Jobs Held by Female and Male Respondents Since Graduation
1998 DPS Graduate Survey

Job Category	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Custodian	11	1.3	10	2.8	21	1.7
Customer Service Rep.	24	2.7	1	0.3	25	2.0
Dance Teacher	1	0.1	0	0.0	1	0.1
Dancer	1	0.1	0	0.0	1	0.1
Dental Assistant	4	0.5	0	0.0	4	0.3
Direct Care Service Provider	1	0.1	1	0.3	2	0.2
Driver	2	0.2	2	0.6	4	0.3
Drug Counselor	0	0.0	1	0.3	1	0.1
Factory Worker	13	1.5	18	5.1	31	2.5
Fireman	0	0.0	1	0.3	1	0.1
Fitness Instructor	0	0.0	3	0.8	3	0.2
General Laborer	7	0.8	24	6.8	31	2.5
Golf Caddy	1	0.1	0	0.0	1	0.1
Graphic Artist	2	0.2	0	0.0	2	0.2
Grocery Store Employee	1	0.1	2	0.6	3	0.2
Insurance Agent	0	0.0	1	0.3	1	0.1
Intern	21	2.4	13	3.7	34	2.8
Interviewer	1	0.1	0	0.0	1	0.1
Lab Assistant/Technician	11	1.3	6	1.7	17	1.4
Landscaper	1	0.1	1	0.3	2	0.2
Law Clerk	3	0.3	0	0.0	3	0.2
Library Assistant	9	1.0	3	0.8	12	1.0
Lifeguard	1	0.1	1	0.3	2	0.2
Locker Attendant	1	0.1	0	0.0	1	0.1

Table 12 Continued
Jobs Held by Female and Male Respondents Since Graduation
1998 DPS Graduate Survey

Job Category	Females		Males		Total	
	Number	Percent	Number	Percent	Number	Percent
Mail Clerk/Sorter	4	0.5	1	0.3	5	0.4
Manager	10	1.1	2	0.6	12	1.0
Military	6	0.7	4	1.1	10	0.8
Musician	0	0.0	1	0.3	1	0.1
Newspaper Deliverer	0	0.0	1	0.3	1	0.1
Nurses' Assistant	11	1.3	0	0.0	11	0.9
Painter	0	0.0	4	1.1	4	0.3
Painter's Assistant	0	0.0	2	0.6	2	0.2
Parking Attendant	2	0.2	2	0.6	4	0.3
Patrol Officer	1	0.1	0	0.0	1	0.1
Pharmacy Technician	8	0.9	0	0.0	8	0.6
Photographer	3	0.3	1	0.3	4	0.3
Plumber's Assistant	0	0.0	2	0.6	2	0.2
Receptionist	24	2.7	2	0.6	26	2.1
Research Assistant	6	0.7	2	0.6	8	0.6
Restaurant/Food Service	61	6.9	41	11.5	102	8.3
Salesperson	83	9.4	20	5.6	103	8.3
Secretary	18	2.0	0	0.0	18	1.5
Security	7	8.0	12	3.4	19	1.5
Stockperson	1	0.1	15	4.2	16	1.3
Student Assistant	28	3.2	0	0.0	28	2.3
Student Counselor	3	0.3	0	0.0	3	0.2
Supervisor	3	0.3	5	1.4	8	0.6
Switchboard Operator	3	0.3	0	0.0	3	0.2

Table 12 Continued
Jobs Held by Female and Male Respondents Since Graduation
1998 DPS Graduate Survey

Job Category	Females		Males		Total	
	Number	Percent	Number	Percent	Number	Percent
Tax Preparer	1	0.1	0	0.0	1	0.1
Teacher Assistant	4	0.5	1	0.3	5	0.4
Telemarketer	13	1.5	2	0.6	15	1.2
Temporary Employee	2	0.2	2	0.6	4	0.3
Theatre Employee	5	0.6	1	0.3	6	0.5
Tour Guide	1	0.1	0	0.0	1	0.1
Trainer	1	0.1	0	0.0	1	0.1
Tutor	6	0.7	5	1.4	11	0.9
Typist	1	0.1	0	0.0	1	0.1
U.S. Postal Service Employee	2	0.2	1	0.3	3	0.2
Welder	0	0.0	2	0.6	2	0.2
Youth Coordinator	4	0.5	0	0.0	4	0.3
No Answer	152	17.3	77	21.7	229	18.5
Total	880	106.7*	355	100.6*	1235	100.3*

***Percent may not total 100.0% due to rounding.**

Hourly Rate of Pay

Graduates were asked to indicate their hourly rate of pay on the DPS Graduate Survey. The average response from responding graduates was $7.42 per hour.

Location of Survey Respondents' Employment

Table 13 lists the names of the states that responding graduates indicated as the location of their employment. The state that most of the respondents named as their location of employment was Michigan (79.9%).

Table 13
Location of Survey Respondents' Employment
1998 DPS Graduate Survey

State	Number	Percent
Alabama	2	0.2
California	1	0.1
Colorado	1	0.1
District of Columbia	2	0.2
Florida	2	0.2
Georgia	5	0.4
Illinois	2	0.2
Indiana	1	0.1
Kentucky	3	0.2
Louisiana	1	0.1
Maryland	1	0.1
Michigan	987	79.9
Minnesota	1	0.1
Mississippi	1	0.1
New Jersey	3	0.2
New York	3	0.2
Ohio	7	0.6
Pennsylvania	2	0.2
South Carolina	1	0.1
Tennessee	1	0.1
Texas	4	0.3
Virginia	1	0.1
No Answer	203	16.4
Total	1235	100.2*

***Percents may not total 100.0% due to rounding.**

Reasons for Lack of Employment

Of the 163 respondents who indicated on the DPS Graduate Survey that they had not been employed at any time since graduating from high school, 74.2% selected "going to school" as the reason for their lack of employment. The reasons that received the least response were "laid off from the job I had" (0.6%) and "fired from the job I had" (0.6%).

Table 14 further summarizes the respondents' reasons for lack of employment.

Table 14
Reasons for Lack of Employment Since High School
1998 DPS Graduate Survey

Reason	Number	Percent
Going to school	121	74.2
Transportation problems	25	15.3
Looked but couldn't find work	24	14.7
Family responsibilities	23	14.1
Quit the job I had	7	4.3
Health problems	7	4.3
Lacked schooling or training	6	3.7
Full-time homemaker	5	3.1
Laid off from the job I had	1	0.6
Fired from the job I had	1	0.6
Other	9	5.5
No answer	15	9.2
Total	*	*

***Note: Multiple answers can total over 100.0%.**

Military Service Status

On the DPS Graduate Survey, graduates were asked to describe their military service status by indicating if they were in the military service full-time, part-time, or not in a military program (survey item #15).

Table 15 displays the DPS survey respondents' answers to this item. Seventy-one and three tenths percent (71.3%) of the survey respondents indicated that they were not in a military program, while 2.4% indicated that they were in the military full-time. Also, 0.8% of the survey respondents indicated that they were in the military service part-time.

Table 15
Military Status of Survey Respondents
1998 DPS Graduate Survey

Status	Number	Percent
Not in Military	881	71.3
No Answer	314	25.4
Full-Time	30	2.4
Part-Time	10	0.8
Total	1235	99.9*

***Percents may not total 100.0% due to rounding.**

Programs Participated In During High School

Graduates were asked to indicate all of the special programs that they participated in during high school on the DPS Graduate Survey. The program that was most often selected by the responding graduates was the Detroit Compact (35.3%).

Table 16 displays the results of the DPS survey respondents' participation in programs during high school.

Table 16
Programs Participated In During High School
1998 DPS Graduate Survey

Program	Number	Percent
Detroit Compact	436	35.3
Co-op	319	25.8
DAPCEP	234	18.9
Wade McCree	78	6.3
Bilingual Education	55	4.5
Special Education	46	3.7
Vocational Education	29	2.3
DECA	24	1.9
ROTC	16	1.3
Minority Apprentice	13	1.1
Business Professionals of America	8	0.6
Upward Bound	4	0.3
Academic Games	2	0.2
Other	167	13.5
No Answer	318	25.7

Note: Multiple answers can total over 100.0%.

High School Athletics

Survey respondents were asked to respond to items about their participation in high school athletics on the ACT Profile Student Section. Fifty-two and seven tenths percent (52.7%) of the survey respondents indicated that they regularly attended athletic events, while 13.2% indicated that they received an all-city, league, county, or state team award.

Table 17 summarizes the ACT Student Profile Section respondents' answers regarding their participation in athletics during high school.

Table 17
Survey Respondents' Participation in High School Athletics
ACT Student Profile Section

Type of Athletic Experience	Frequencies (%)		
	Yes	No	No answer
Participated in one or more varsity athletic team events	35.6	58.4	6.1
Earned a varsity letter in one or more sports in high school	20.1	73.8	6.1
Was appointed or elected cheerleader or captain of a varsity team	13.8	80.1	6.1
Received all-city, league, county, or state team award	13.2	80.3	6.4
Participated in an organized athletic competition outside high school	28.2	65.7	6.2
Participated in two or more individual athletic activities	27.8	65.9	6.3
Attended athletic events regularly	52.7	41.1	6.2

Community Service During High School

Survey respondents were asked to respond to items about their community service during high school on the ACT Student Profile Section. Forty-one and three tenths percent (41.3%) of the respondents indicated that they were active in programs which helped the community or neighborhood develop pride in itself, while 14.1% taught in a church, synagogue, or led a religious service on a regular basis.

Table 18 summarizes the ACT Student Profile Section respondents' answers regarding their community service during high school.

Table 18
Community Service During High School
ACT Student Profile Section

	Frequencies (%)		
Type of Community Service	**Yes**	**No**	**No answer**
Won recognition or an award for a club or organization activity	19.9	74.0	6.1
Taught in a church, synagogue, or led a religious service on a regular basis	14.1	79.7	6.2
Worked as a volunteer aide in a hospital, clinic, or home	30.7	62.9	6.4
Was active in programs which helped the community or neighborhood develop pride in itself	41.3	52.7	6.1
Participated in a program to assist children or adults with disabilities	16.3	77.4	6.3
Worked as a volunteer on a civic improvement project or in a voter education project	14.9	78.9	6.2
Received an award or recognition for any kind of community service	26.8	67.2	5.9

Education During High School

On the ACT Student Profile Section, survey respondents were to describe the program of high school courses that they took. Fifty-six and seven tenths percent (56.7%) of the survey respondents indicated that they took college preparatory courses, while 8.6% indicated vocational or occupational.

Table 19 further summarizes the results to this survey item.

Table 19
Descriptions of High School Courses
ACT Student Profile Section

Response	Number	Percent
College Preparatory	467	56.7
Other or general	123	14.9
Business or commercial	107	13.0
Vocational or occupational	71	8.6
No answer	56	6.8
Total	824	100.0

There were also items on the ACT Student Profile Section that asked the survey respondents to identify areas that they would need special assistance in upon college entrance. Fifty-nine and six tenths percent (59.6%) of the survey respondents indicated that they needed special assistance to improve their study skills. This was followed by 53.0% who indicated that they needed special assistance to improve their mathematical skills.

Table 20 further summarizes this survey item.

Table 20
Special Assistance Needed by Survey Respondents
ACT Student Profile Section

	Frequencies (%)		
Type of Needed Special Assistance	**Yes**	**No**	**No answer**
Deciding educational and occupational plans	37.9	57.5	4.6
Expressing ideas in writing	32.3	63.1	4.6
Improving reading speed and comprehension	37.1	58.1	4.7
Improving study skills	59.6	35.6	4.9
Improving mathematical skills	53.0	42.0	5.0
Help with personal concerns	23.1	71.6	5.3

Education Since High School

Graduates were asked to respond to questions on the DPS Graduate Survey regarding any post-secondary education or training that they are or have been enrolled in since high school.

Table 21 summarizes the results of the responses to this question. Eighty-two and three tenths percent (82.3%) of the survey respondents answered "yes", while 14.7% answered "no".

Table 21
Education Since High School
1998 DPS Graduate Survey

Response	Number	Percent
Yes	1016	82.3
No	181	14.7
No Answer	38	3.1
Total	1235	100.1*

***Percents may not total 100.0% due to rounding.**

Status and Description of Post-Secondary Program

Tables 22 and 23, respectively, display the status of the DPS survey respondents' education since high school as well as describe the type of their post-secondary program.

Sixty-four and seven tenths (64.7%) of survey respondents indicated that they *are* enrolled in a post-secondary program full-time, while 2.7% indicated that they *were* enrolled part-time.

Table 23 shows that 62.0% of the survey respondents are now or were enrolled in a four or five-year college or university, while 4.4% indicated that they are now or were enrolled in a course of study that lasts less than one year.

Table 22
Status of Education Since High School
1998 DPS Graduate Survey

Status	Number	Percent
Full-Time (now)	799	64.7
Part-Time (now)	113	9.1
Full-Time (was)	70	5.7
Part-Time (was)	33	2.7
No Answer	220	17.8
Total	1235	100.0

Table 23
Post-Secondary Program Description
1998 DPS Graduate Survey

Program Description	Number	Percent
Course of study that lasts less than one year	54	4.4
College vocational-technical or business program that lasts less than 2 years	43	3.5
2-year college vocational-technical or business program	55	4.5
2-year college liberal arts program at a community college	102	8.3
4 or 5 year college or university	766	62.0
No Answer	215	17.4
Total	1235	100.1*

***Percents may not total 100.0% due to rounding.**

Eight-four and three tenths percent (84.3%) of the respondents to the ACT Student Profile Section indicated that they planned to enroll in college on a full-time basis, while 10.4% indicated part-time. Also, 80.2% of the survey respondents indicated that they preferred to attend a four-year public college or university, while 0.1% indicated that they preferred to attend a two-year private junior college.

Tables 24 and 25 summarize the survey respondents' plans for college enrollment and the type of college that they preferred to attend at the time of the ACT Assessment.

Table 24
Survey Respondents' Plans Regarding College Enrollment
ACT Student Profile Section

Response	Number	Percent
Plan to enroll full-time	695	84.3
Plan to enroll part-time	86	10.4
No Answer	43	5.2
Total	824	99.9*

***Percents may not total 100.0% due to rounding.**

Table 25
Types of Colleges Preferred by Survey Respondents
ACT Student Profile Section

Type of College	Number	Percent
Public college or university (4 yr.)	661	80.2
Private college or university (4 yr.)	71	8.6
Public community or junior college (2 yr.)	27	3.3
Private junior college (2 yr.)	1	0.1
Vocational/technical school (2 yr. or less)	8	1.0
School of Nursing	7	0.8
No answer	49	5.9
Total	824	99.9*

***Percents may not total 100.0% due to rounding.**

Reasons for Not Being Enrolled in a Post-Secondary Program

The respondents to the DPS Graduate Survey, who indicated that they had never entered a post-secondary program, were asked to select from a list of nine possible reasons why they had not. The reason that was most often selected was "decided to wait" (8.3%) followed by "lack of money" (5.9%).

Table 26 further outlines the results of this question.

Table 26
Reasons for Not Continuing to Pursue Education or Training
1998 DPS Graduate Survey

Reason	Number	Percent
No Answer	1019	82.5
Decided to wait	103	8.3
Lack of money	73	5.9
Looking for a school to meet my needs	59	4.8
Personal choice	35	2.8
Lack of time due to employment	28	2.3
Applied, waiting for acceptance	22	1.8
Not interested	19	1.5
Pregnant or a full-time homemaker	16	1.3
Applied, but not accepted	13	1.1

Note: Multiple answers can total over 100.0%.

Scholarships and Financial Aid

On the ACT Student Profile Section, respondents were asked if they expected to apply for financial aid to help meet their college expenses. Eighty-nine and six tenths percent (89.6%) of the survey respondents indicated that they expected to apply for financial aid, while 5.3% indicated that they did not expect to apply for financial aid.

Table 27 summarizes these results.

Table 27
Survey Respondents' Expectations to Apply for Financial Aid
ACT Student Profile Section

Response	Number	Percent
Yes	738	89.6
No	44	5.3
No Answer	42	5.1
Total	824	100.0*

On the Detroit Public Schools Graduate Survey, 68.5% of the survey respondents indicated that they received a scholarship or financial aid to attend a college or training program, while 16.4% indicated that they did not receive a scholarship or financial aid. See Table 28 for a display of these results.

Table 28
Scholarships or Financial Aid to Attend College
1998 DPS Graduate Survey

Response	Number	Percent
Yes	846	68.5
No	202	16.4
No Answer	187	15.1
Total	1235	100.0

College Plans and Majors

Survey respondents were asked to identify the college major or program of study that they planned to enter on the ACT Student Profile Section. The top three majors that were identified by survey respondents were business/management, health sciences/allied health fields, and engineering.

Survey respondents were also asked on the ACT Student Profile Section to indicate the highest level of education that they expected to complete. Forty-seven and two tenths percent (47.2%) of the survey respondents indicated that they expected to complete a professional level degree (Ph.D., MD, L.L.B. J.D., etc). This was followed by 20.1% who indicated a bachelor's degree.

Table 29 further summarizes this survey item.

Table 29
Highest Expected Level of Education
to be Completed by Survey Respondents
ACT Student Profile Section

Level of Education	Number	Percent
Vocational/technical program	9	1.1
Two-year college degree	21	2.5
Bachelor's degree	166	20.1
One or two years of graduate study (M.A., M.B.A., etc.)	163	19.8
Professional level degree (Ph.D., MD, L.L.B., J.D., etc.)	389	47.2
Other	25	3.0
No answer	51	6.2
Total	824	99.9*

***Percents may not total 100.0% due to rounding.**

Selection of Colleges, Schools, or Training Programs

On the ACT Student Profile Section, survey respondents were asked to rank seven factors that were important to them in selecting a college. The survey respondents assigned a value of one to the most important factor, a two to the next most important factor, and so on. The factors were: type of institution (private, public; four-year, two-year), male/female composition of student body (e.g., all male, all female, coeducational), location, tuition, size of enrollment, field of study, a factor other than these mentioned. The factor that received the highest average ranking was the field of study (mean = 2.0). This was followed by tuition (mean = 2.2).

Table 30 further summarizes the results of the survey respondents' rankings for each factor.

Table 30
Factors Important in College Selection by Survey Respondents
ACT Student Profile Section

Importance Factor in College Selection	Mean	Standard Deviation	Number
Type of institution	2.9	1.7	771
Male/Female student composition	4.4	1.9	761
Location	2.9	1.5	771
Tuition	2.2	1.3	775
Size of Enrollment	4.4	1.7	754
Field of study	2.0	1.5	769
Other unidentified factors	5.4	2.2	704

Colleges, Schools, or Training Programs Attended by Responding Graduates

Graduates were asked on the DPS Graduate Survey to name the college, school, or training programs that they are now or were formerly attending (survey item #22). The post-secondary program in Michigan that was attended by more of the responding graduates than any other was Wayne State University (20.1%). Table 37 further outlines the results of this question.

The post-secondary program out-of-state that was attended by most of the responding graduates was Howard University (9.0%). Also, Howard University was the Historically Black College and University (HBCU) that was attended by most of the responding graduates (14.1%). See Tables 38 and 39, respectively, for a display of these results.

Table 31
Michigan Schools Currently or Formerly Attended by Survey Respondents
1998 DPS Graduate Survey

Name of School	Number	Percent
Academy of Court Reporting	2	0.2
Adult Career Training	2	0.2
Adrian College	2	0.2
Alma College	3	0.3
Aquinas College	1	0.1
Bakers College	8	0.9
Calvin College	2	0.2
Center for Creative Studies	5	0.6
Central Michigan University	26	3.0
Computer Learning Center	1	0.1
Davenport College of Business	1	0.1
Detroit Business Institute	7	0.8
Detroit College of Business	35	4.1
Detroit Job Corps Training	1	0.1
Detroit Car Porters Apprentice School	1	0.1
Devry Institute of Technology	4	0.5
Dorsey Business School	6	0.7
Eastern Michigan University	59	6.9
Ferris State University	28	3.3
Focus Hope	8	0.9
Grand Valley State University	15	1.7
H & R Block Income Tax	1	0.1
Henry Ford Community College	48	5.6
ITT Technical Institute	6	0.7
Kalamazoo College	1	0.1
Kettering University	5	0.6
Lansing Community College	2	0.2
Lawrence Technological University	12	1.4
Lewis College of Business	5	0.6
Macomb Community College	5	0.6
Madonna College	1	0.1
Marygrove College	12	1.4
Michigan Computer Institute	1	0.1
Michigan Institute of Aeronautics	1	0.1
Michigan State University	86	10.0
Michigan Technology University	8	0.9
National Institute of Technology	15	1.7
Northern Michigan University	1	0.1
Northwood Institute	9	1.0
Oakland Community College	21	2.4
Oakland University	19	2.2
Olivet College	2	0.2

Table 31 Continued
Michigan Schools Currently or Formerly Attended by Survey Respondents
1998 DPS Graduate Survey

Name of School	Number	Percent
Pipefitter Apprentice Training Center	1	0.1
Police Academy	1	0.1
Recording Institute of Detroit	1	0.1
Ross Business Institute	1	0.1
Saginaw Valley State University	1	0.1
Schoolcraft College	5	0.6
Ser Metro Detroit Jobs	3	0.3
Siena Heights College	3	0.3
Specs Howard	4	0.5
Spring Arbor College	3	0.3
Suomi College	1	0.1
University of Detroit	18	2.1
University of Michigan-Ann Arbor	50	5.8
University of Michigan-Dearborn	14	1.6
University of Michigan-Flint	3	0.3
Virginia Farrell	9	1.0
Washtenaw Community College	1	0.3
Wayne County Community College	70	8.1
Wayne State University	173	20.1
Western Michigan University	21	2.4
Total	861	99.4*

***Percents may not total 100.0% due to rounding.**

Table 32
Out-of-State Schools Currently or Formerly Attended by Survey Respondents
1998 DPS Graduate Survey

Name of School	Number	Percent
Alabama A&M University	3	1.9
Alabama Southern	1	0.6
Alabama State University	8	5.1
Ammed Center & School (TX)	1	0.6
Art Instruction School (MN)	1	0.6
Benedict College (SC)	1	0.6
Bethune-Cookman (FL)	1	0.6
Bowling Green (OH)	5	3.2
Central Carolina (SC)	1	0.6
Central State University (OH)	2	1.3
Chicago Academy of Merchandising (IL)	1	0.6
Clark Atlanta University (GA)	4	2.6
Columbia University (NY)	2	1.3
Defiance College (OH)	1	0.6
Dillard University (LA)	1	0.6
Duke University (NC)	1	0.6
Ferqus Falls Community College (MN)	1	0.6
Florida A&M University	9	5.8
Florida Memorial College	1	0.6
Florida State University	1	0.6
Georgia Southwestern	1	0.6
Georgia Perimeter College	2	1.3
Grambling State University (LA)	1	0.6
Hampton University (VA)	1	0.6
Huston-Tillotson College (TX)	2	1.3
Howard University (DC)	14	9.0
I.C.S. (Scranton, PA)	1	0.6
Indiana Institute of Technology (IN)	1	0.6
International Masonry Institute (MD)	1	0.6
Ivy Technical (IN)	1	0.6
Jackson State University (MS)	5	3.2
Johnson & Wales (RI)	1	0.6
Johnson & Wales (FL)	1	0.6
Kent State University (OH)	2	1.3
Kentucky State University (KY)	5	3.2
Lake Forest College (IL)	1	0.6
Lane College (TN)	1	0.6
Liberty University (VA)	1	0.6
Livingston College (NC)	1	0.6
Maryland College of Art (MD)	1	0.6
Missouri Valley College	1	0.6
Moberly Area Community College (MO)	1	0.6

Table 32 Continued
Out-of-State Schools Currently or Formerly Attended by Survey Respondents
1998 DPS Graduate Survey

Name of School	Number	Percent
Morehouse College (GA)	3	1.9
Morgan State University (MD)	1	0.6
Morris Brown College (GA)	1	0.6
North Carolina A&T	1	0.6
North Carolina Central University	1	0.6
Ohio Northern University	1	0.6
Ohio State University	1	0.6
Parsons School of Design (NY)	1	0.6
Pennsylvania Culinary Institute	1	0.6
Pennsylvania State University	1	0.6
Prairie View A&M University (TX)	4	2.6
Rochester Institute of Technology (NY)	1	0.6
Southern Methodist University (TX)	1	0.6
Southern University (LA)	2	1.3
Spelman College (GA)	2	1.3
St. John University (NY)	1	0.6
Talladega College (AL)	1	0.6
Tallahassee Community College (FL)	2	1.3
Temple University (PA)	1	0.6
Tennessee State University	7	4.5
Tiffin University (OH)	2	1.3
Tougaloo College (MS)	1	0.6
Tuskegee University (AL)	6	3.8
US Military Academy (NY)	2	1.3
University of Alaska	1	0.6
University of Arkansas Pine Bluff	2	1.3
University of Houston	1	0.6
University of Kansas	1	0.6
University of Missouri	1	0.6
Verlion Community College (MN)	1	0.6
Wheaton College (IL)	1	0.6
William Patterson University (NJ)	1	0.6
Wilberforce University (OH)	7	4.5
Xavier University (OH)	3	1.9
Total	156	98.1*

***Percents may not total 100.0% due to rounding.**

Table 33
Historically Black Colleges and Universities (HBCU)
Currently or Formerly Attended by Survey Respondents
1998 DPS Graduate Survey

Name of School	Number	Percent
Alabama A&M University	3	3.0
Alabama State University	8	8.1
Benedict College (SC)	1	1.0
Bethune-Cookman (FL)	1	1.0
Central State University (OH)	2	2.0
Clark Atlanta University (GA)	4	4.0
Dillard University (LA)	1	1.0
Florida A & M University	9	9.1
Florida Memorial College	1	1.0
Grambling State University (LA)	1	1.0
Hampton University (VA)	1	1.0
Howard University (DC)	14	14.1
Huston-Tillotson College (TX)	2	2.0
Jackson State University (MS)	5	5.1
Kentucky State University	5	5.1
Lane College (TN)	1	1.0
Livingston College (NC)	1	1.0
Morehouse College (GA)	3	3.0
Morgan State University (MD)	1	1.0
Morris Brown College (GA)	1	1.0
North Carolina Agricultural and Tech. University	1	1.0
North Carolina Central University	1	1.0
Prairie View A&M University (TX)	4	4.0
Southern University (LA)	2	2.0
Spelman College (GA)	2	2.0
Talladega College (AL)	1	1.0
Tennessee State University	7	7.1
Tougaloo College (MS)	1	1.0
Tuskegee University (AL)	6	6.1
University of Arkansas at Pine Bluff	2	2.0
Wilberforce University (OH)	7	7.1
Total	99	99.8*

***Percents may not total 100.0% due to rounding.**

School to Work Readiness Objective of 1998 Graduates

By 1999-2000, the School to Work Readiness Objective (1.22) from Achieving Excellence: The Detroit Public Schools Strategic Plan, is to increase to 97 the percent of graduates who are employed or enrolled in post-secondary education. The target for the School to Work Readiness Objective in the 1999-2000 report year was 97.0%. Table 40 summarizes the school to work readiness objective from report years 1995-1996 to 1999-2000.

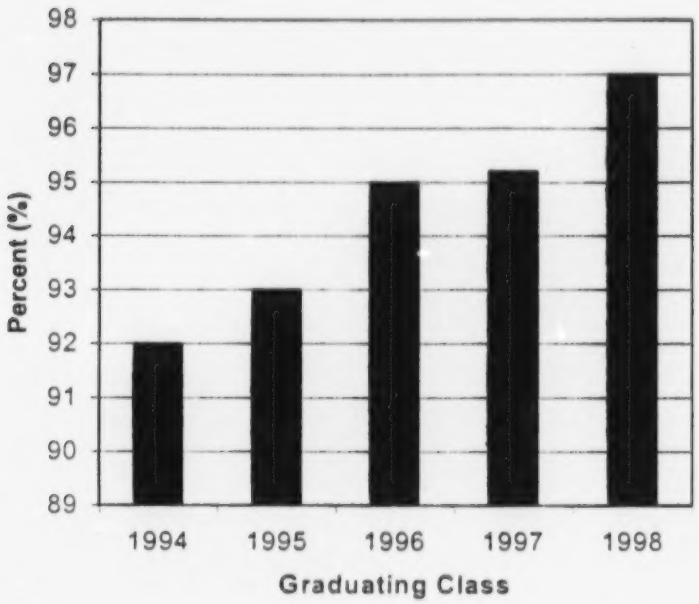
Table 34
Summary of School to Work Readiness Objective

Report Year	Graduating Class	Objective
1999-2000	June 1998	Met (Target 97%)
1998-1999	June 1997	Not Met Target 96%
1997-1998	June 1996	Met 95%
1996-1997	June 1995	Met 93%
1995-1996	June 1994	92% (Baseline year)

For the 1998 graduating class, 1198 graduates from a total of 1235 graduate respondents indicated that they were or had been employed, enrolled in a post-secondary program, or in a full-time military program since graduation. This represents 97.0%. As a result, this objective was met for the 1999-2000 report year.

Figure 1 illustrates a summary of the School to Work Readiness Objective in terms of the percent of graduates who responded on the DPS Graduate Survey that they were or had been employed, enrolled in a post-secondary program or in the military service full-time since graduation.

Figure 1
Percent of Responding Graduates Employed,
Enrolled in a Post-Secondary Program, or in the Military
DPS Graduate Survey



Recommendations and Conclusions

It is recommended that the information contained in this report be disseminated to the appropriate staff and effectively utilized to further improve curriculum, instruction strategies, and school programming. For example, Table 20 of this report indicated that 59.6% of the DPS survey respondents who took the ACT Assessment indicated that upon college entrance, they would need special assistance to improve their study skills. Similarly, 53.0% of these respondents indicated that they would need special assistance to improve mathematical skills. Based on these findings, it is recommended that a committee be formed to study DPS' present programs in study skills and mathematics in an effort to address the needs of students upon college entrance and provide a plan of action for meeting these needs. Members of this committee might include principals, central office curriculum supervisors, and college admissions representatives.

It is further recommended that the graduate follow-up study be continued in future years, as the information obtained can provide a valuable method for assessing the overall effectiveness of the quality of student learning facilitated by the district.

APPENDIX

DETROIT PUBLIC SCHOOLS GRADUATE SURVEY

Dear Detroit Public Schools Graduate,

One of the goals of the Detroit Public Schools is to help make our students productive members of society. Each year we like to see how successful our graduates were in getting a job and/or continuing their education after graduating high school. We also need to know how you felt about the education you received.

The attached survey will help us to know how successful we are and where we have failed. Your help in completing the survey is most important in our efforts to improve the quality of education that our students receive. By completing this survey you will have an impact on the future of the Detroit Public Schools.

Your Turn to Grade Us . . .

Students are often given the grades A B C D or F to describe the quality of their work. Use this grading scale to answer the following questions.

Thinking back over your high school years, what grade would you give the . . . . .

1. Preparation you received from your high school courses for what you are doing now? A B C D F
2. Interest shown in you by the high school staff? A B C D F
3. Instruction provided by your high school teachers? A B C D F
4. Services provided by high school counselors? A B C D F
5. Services provided by the principal, assistant principal and other administrators? A B C D F
6. Overall quality of your high school? A B C D F

Employment Since High School

7. **Have you been employed at any time since graduating from high school?**

   1. Yes — *If Yes: Continue*
   2. No — *If No: Skip to Question 14*

8. **Which one of the following statements best describes you now?**

   1. I am employed FULL-TIME.
   2. I am employed PART-TIME.
   3. I was employed FULL-TIME.
   4. I was employed PART-TIME.

9. **What is the title of the job you now have or previously had?** _____

10. **Briefly describe what you do or did on the job.** _____

11. **List the full name of the company or organization.** _____

12. **What is/was your hourly rate of pay $** _____ **per hour.**

13. **In what city and state do/did you work?** _____

14. **If you are not now or have never been employed since high school, which of the following reasons describe why not? CIRCLE ALL THAT APPLY.**

   A. Going to school
   B. Laid off from the job I had
   C. Quit the job I had
   D. Fired from the job I had
   E. Full-time homemaker
   F. Other _____
   G. Family responsibilities
   H. Transportation problems
   I. Health problems
   J. Looked but couldn't find work
   K. Lacked schooling or training

Military Status

15. **Which one of the following statements best describes you now? Circle one.**

   1. I am in the military service **FULL-TIME**.
   2. I am in a **PART-TIME** National Guard or Reserve program.
   3. I am **not** in a military program.

Employment Since High School

7. Have you been employed at any time since graduating from high school?

1. Yes — *If Yes: Continue*
2. No — *If No: Skip to Question 14*

8. Which one of the following statements best describes you now?

1. I am employed FULL-TIME.
2. I am employed PART-TIME.
3. I was employed FULL-TIME.
4. I was employed PART-TIME.

9. What is the title of the job you now have or previously had? _____

10. Briefly describe what you do or did on the job. _____

11. List the full name of the company or organization. _____

12. What is/was your hourly rate of pay $ _____ **per hour.**

13. In what city and state do/did you work? _____

14. If you are not now or have never been employed since high school, which of the following reasons describe why not? CIRCLE ALL THAT APPLY.

A. Going to school
B. Laid off from the job I had
C. Quit the job I had
D. Fired from the job I had
E. Full-time homemaker
F. Other _____
G. Family responsibilities
H. Transportation problems
I. Health problems
J. Looked but couldn't find work
K. Lacked schooling or training

Military Status

15. Which one of the following statements best describes you now? Circle one.

1. I am in the military service **FULL-TIME**.
2. I am in a **PART-TIME** National Guard or Reserve program.
3. I am **not** in a military program.

ALPHABETICAL LISTS OF SCHOOLS AND COLLEGES

Schools Located in Michigan

001 ACAD OF COURT REPORT
002 ADULT CAREER TRAIN
003 ADRIAN COLLEGE
004 ALBION COLLEGE
005 ALMA COLLEGE
006 AMERICAN CAREER ACAD
007 AQUINAS COLLEGE
008 CALVIN COLLEGE
009 CNTR FOR CREATIVE ST
010 CENTRAL MICHIGAN U
011 CHAUFFEUR'S TRAINING
012 CONCORDIA COLLEGE
013 CONTROL DATA INSTITU
014 COOPER'S TAILORING
015 CAMBRIDGE BUSINESS
016 DAVENPORT COL OF BUS
017 DETROIT BUSINESS INS
018 DETROIT COL OF BUS
019 DETROIT INST OF COMM
020 DEVRY INST OF TECHNO
021 DORSEY BUSINESS SCH
022 EASTERN MICHIGAN U
023 FERRIS STATE U
024 GRAND RAPIDS JR COL
025 GRAND VALLEY ST U
026 H & R BLOCK IN TAX
027 HENRY FORD COM COL
028 HIGHLAND PARK C C
029 HOPE COLLEGE
030 IBA STATE COL BEAUT
031 INST MERC & DESIGN
032 ITT TECHNICAL INST
033 JORDAN COLLEGE
034 KALAMAZOO COLLEGE
035 KALAMAZOO VALLEY CC
036 KENDALL COL ART DES
037 LAKE MICHIGAN COL
038 LAKE SUPERIOR ST U
039 LAWRENCE TECHNO U
040 LAWTON BUSINESS SCH
041 LEWIS COL OF BUS
042 MACOMB COM COL
043 MADONNA COLLEGE
044 MARYGROVE COLLEGE
045 MERCY COL OF DETROIT
046 MICH CAREER INSTITUTE
047 MICH COL OF BEAUTY
048 MICH COMPUTER INSTITUTE
049 MICHIGAN STATE U
050 MICHIGAN TECHNOLOGY U
051 MIT DETROIT
052 MUSKEGON BUSINESS CO
053 NATIONAL EDUCAT CNTR
054 NATIONAL INST TECHNO
055 NATIONWIDE BUSINESS
056 NAZARETH COLLEGE
057 NORTHERN MICHIGAN U
058 NORTHWOOD INSTITUTE
059 OAKLAND COM COL
060 OAKLAND UNIVERSITY
061 OLIVET COLLEGE
062 PONTIAC BUSINESS IN
063 PSI INST OF MICH
064 ROSS BUSINESS INST
065 SACRED HEART SEM
066 SAGINAW VALLEY S U
067 SAWYER SCHOOL BUS
068 SCHOOLCRAFT COLLEGE
069 SER METRO-DET JOBS
070 SIENA HEIGHTS COL
071 SOUTH JOY BEAUTY
072 SUOMI COLLEGE
073 SYLVIA'S BEAUTY
074 TECH CAREER IN MI
075 U OF DETROIT
076 U OF M ANN ARBOR
077 U OF M DEARBORN
078 U OF M FLINT
079 VIRGINIA FARRELL
080 WASHTENAW COM COL
081 WAYNE COUNTY CC
082 WAYNE STATE U
083 WESTERN MICHIGAN U
084 WILLIAMS' BEAUTY

Circle the number of your school. If your schools is not listed, enter the name and location.

School Name

Location

Out-of-State Schools

085 ALABAMA A&M U
086 ALABAMA STATE U
087 ALCORN STATE U (MS)
088 ASHLAND COL (OH)
089 ASSOC SCHOOLS (FL)
090 BAUDER FASHION (GA)
091 BENEDICT COL (SC)
092 BETHUNE-COOKMAN (FL)
093 BOSTON COLLEGE (MA)
094 BOWLING GREEN S (OH)
095 CAMBRIDGE TECH (OH)
096 CARLETON COL (MN)
097 CENTRAL STATE U (OH)
098 CHEYNEY U PENNSYLVANIA
099 CITY COL CHICAGO (IL)
100 CLARK COLLEGE (GA)
101 COFFEY VILLE CC (KS)
102 COLUMBIA U (NY)
103 COLUMBIA ART DE (OH)
104 CORNELL U (NY)
105 DILLARD U (LA)
106 EARLHAM COLLEGE (IN)
107 EASTERN KENTUCKY U
108 EASTERN NEW MEXICO
109 EVERGREEN ST CO (WA)
110 FINDLAY COLLEGE (OH)
111 FISK UNIVERSITY (TN)
112 FLORDIA A&M U
113 FLORDIA MEMORIAL C
114 FREED-HARDEMAN (TN)
115 GEORGIA SOUTHWESTERN
116 GRAMBLING ST U (LA)
117 HAMPTON U (VA)
118 HARVARD-RADCLIFF (MA)
119 HIGHLAND COM CO (KS)
120 HOWARD U (DC)
121 INDIANA INST TECHN
122 INDIANA UNIVERSITY
123 IOWA STATE U
124 IVY TECHNICAL (IN)
125 JACKSON STATE U (MS)
126 JOHNSON & WALES (RI)
127 KENTUCKY STATE U
128 KNOXVILLE COL (TN)
129 LAKE FOREST COL (IL)
130 LANE COLLEGE (TN)
131 LANGSTON U (OK)
132 LINCOLN U (MO)
133 MIT (MA)
134 METHODIST COL (NC)
135 MILES COLLEGE (AL)
136 MOREHOUSE COL (GA)
137 MORRIS BROWN CO (GA)
138 NEW YORK UNIVERSITY
139 NEWSPAPERS INST (NY)
140 NORTH CAROLINA A&T
141 OHIO STATE U
142 ORAL ROBERTS U (OK)
143 PARKS COL ST LE (IL)
144 PARSONS SC DESI (NY)
145 PRAIRIE V A&M U (TX)
146 PRINCETON U (NJ)
147 PURDUE U (IN)
148 RHODE IS SC DESIGN
149 SELMA U (AL)
150 SHAW UNIVERSITY (NC)
151 SOUTH CAROLINA ST C
152 SOUTHERN U (LA)
153 SPELMAN COLLEGE (GA)
154 STANFORD U (CA)
155 STILLMAN COLLEGE (AL)
156 TABOR COLLEGE (KS)
157 TENNESSEE STATE U
158 TEXAS SOUTHERN U
159 TOUGALOO COLLEGE (MS)
160 TUSKEGEE U (AL)
161 U S MILITARY AC (NY)
162 U S NAVAL ACAD (MD)
163 U ARKANSAS PINE BL
164 U OF CALIFORNIA
165 U OF CHICAGO (IL)
166 U OF DAYTON (OH)
167 U OF DISTRICT COLUM
168 U OF EVANSVILLE (IN)
169 U OF FLORDIA
170 U OF MARYLAND EASTR
171 U OF MINNESOTA
172 U OF MISSOURI
173 U OF SO CALIFORNIA
174 U OF TENNESSEE
175 U OF TEXAS
176 VALPARAISO U (IN)
177 VIRGINIA STATE U
178 WASHINGTON U (MO)
179 WELLESLEY COL (MA)
180 WEST VIRGINIA STATE
181 WILBERFORCE U (OH)
182 WILEY COLLEGE (TX)
183 WINSTON-SALEM S (NC)
184 WRIGHT STATE U (OH)
185 XAVIER U (OH)

23. You have completed the survey! Please mail it in the enclosed postage paid envelope. THANK YOU!

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BEST COPY AVAILABLE